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ABSTRACT

This report presents a statistical description of the Appalachian child. The population studied were fifth, sixth and seventh grade boys and girls, in home and school environments. There is no commentary beyond a brief explanation of the meaning of each scale or measure employed. Some of the areas for which data are presented are: locus of control, self-concept, social maturity, home environment, personality factors, and career maturity. (NG)

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THE APPALACHIAN CHILD:
A QUANTITATIVE DESCRIPTION

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Part of a Symposium on
THE APPALACHIAN CHILD
American Educational Research Association
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DESCRIPTIVE STATISTICS
ON THE APPALACHIAN CHILD ON
LOCUS OF CONTROL

The Nowicki and Strickland locus of control scale determines the generalized expectancy for external or internal influence over behavioral consequences. The higher scores represent beliefs in fate, luck, and change, whereas lesser scores represent belief in self-determination, autonomy, individual effectiveness.

Table 1

Statistics on Locus of Control
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	15.57	16.68	16.04
	S.D.	3.90	5.23	4.43
	N	26	19	45
6	Mean	17.35	16.93	17.15
	S.D.	4.77	4.75	4.76
	N	16	15	32
7	Mean	15.56	12.05	14.11
	S.D.	5.62	3.98	5.24
	N	30	21	51

DESCRIPTIVE STATISTICS
ON THE APPALACHIAN CHILD ON
THE PIERS-HARRIS CHILDREN'S SELF-CONCEPT SCALE

The Piers-Harris Children's Self-Concept Scale was standardized on 1183 subjects in grades four through twelve with a mean of 51.84 and a standard deviation of 13.87.

Table 1

Statistics on Piers-Harris Self Concept
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	57.99	53.94	56.13
	S.D.	9.19	13.38	12.44
	N	20	17	37
6	Mean	54.57	54.30	52.90
	S.D.	11.48	15.15	12.69
	N	19	13	32
7	Mean	52.14	54.00	52.93
	S.D.	11.67	14.60	12.75
	N	28	21	49

DESCRIPTIVE STATISTICS ON THE APPALACHIAN CHILD ON THE VINELAND SOCIAL MATURITY SCALE

The Vineland Social Maturity Scale measures social competency and independence.

Table 1

Statistics on Social Maturity
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	89.32	88.58	89.02
	S.D.	3.74	5.07	4.35
	N	26	18	44
6	Mean	89.35	87.94	88.85
	S.D.	3.63	5.62	4.69
	N	20	12	31
7	Mean	90.25	92.21	91.04
	S.D.	11.15	1.56	8.66
	N	31	21	52

DESCRIPTIVE STATISTICS
ON THE APPALACHIAN CHILD ON
THE HOME ENVIRONMENT REVIEW

The Home Environment Review (HER) measures the nature of the home environment and expectations for educational attainment by children on nine scales.

1. EXPECTATIONS FOR CHILD'S SCHOOLING

An apparent expectation existed for children to complete high school, for boys and girls, across grades 5, 6, and 7.

2. AWARENESS OF CHILD'S DEVELOPMENT

Mothers of fifth grade and sixth grade subjects averaged out between seeing only strengths or weaknesses to seeing both strengths and weaknesses with sixth graders tending to be seen as more "either" than "both" relative to fifth graders. Mothers of seventh grade subjects tended to relate the strengths of female subjects to school behavior, but not their weaknesses, while merely perceiving that the males have strengths and weaknesses. An increase in awareness up the grades is obvious for boys, girls, and mix from fifth to seventh, with a decrease for the sixth grade subjects.

3. REWARDS FOR INTELLECTUAL ATTAINMENT

Fifth and seventh grade subjects, both boys and girls, had mothers who said they were "aware that it is important to reward child when he is correct." A tendency exists for fifth grade mothers of boys and girls and mothers of girls across grades to have "a clear cut system for giving rewards and punishment is used when parent is teaching child." Rewards for intellectual attainment increase from the fifth to the sixth grade, but decreases in the seventh grade.

4. PRESS FOR LANGUAGE DEVELOPMENT

More effort is apparently expended in correcting the speech of boys than in correcting the speech of girls in the fifth and sixth grades, but in the seventh grade more effort is spent on girls than boys. The press for language development for boys is relatively constant across grades, but, for girls, an apparent increase in press is apparent in the seventh grade.

5. AVAILABILITY AND USE OF SUPPLIES FOR LANGUAGE DEVELOPMENT

Books, children's books, newspapers and magazines are in the homes, with girls being apparently better off than the boys. Dictionaries may not be, generally, available. A progressive decrease in the availability and use of supplies for language development may exist up the grades for girls, while boys experience a dip in grade six. An overall decrease is apparent.

6. LEARNING OPPORTUNITIES OUTSIDE THE HOME

Parents may make some effort to teach the children outside the home. More effort is reported to be made by parents to teach sixth grade girls outside the home than boys or any other grade of girls. General learning opportunities outside the home seem to peak in the sixth grade for girls, while boys remain fairly constant.

7. MATERIALS FOR LEARNING IN THE HOME

More attempts are made to provide materials and situations for learning in the home for fifth grade boys than girls, but, more attempts for sixth and seventh grade girls than for sixth and seventh grade boys. Least effort is made with seventh grade boys, and most effort with sixth grade girls.

8. READING PRESS

In the homes of fifth grade subjects, books are in the homes, and, in some homes, library books have been brought in.

Library books and other reading materials seem to be present and employed to teach girls more than boys in the sixth and seventh grades.

9. TRUST IN SCHOOL

Some trust of the school is apparent by parents of fifth grade subjects, more for boys than for girls. Similarly, more trust of the school for boys than for girls in the sixth grade. In the seventh grade a great deal of trust tends to become manifest for girls. A general pattern of increasing trust up the grades is apparent for girls, while the level of trust for boys remains constant.

Table 1

Statistics on "Expectations for Child's Schooling"
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	4.18	4.00	4.11
	S.D.	0.40	0.00	0.32
	N	11	7	18
6	Mean	4.00	4.00	4.00
	S.D.	0.00	0.00	0.00
	N	7	5	12
7	Mean	4.20	4.43	4.29
	S.D.	0.42	0.53	0.47
	N	10	7	17

Table 2

Statistics on "Awareness of Child's Development"
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	2.54	2.43	2.50
	S.D.	0.52	0.54	0.51
	N	11	7	18
6	Mean	2.29	2.40	2.33
	S.D.	0.76	0.89	0.78
	N	7	5	12
7	Mean	3.00	3.57	3.24
	S.D.	0.00	1.40	0.90
	N	10	7	17

Table 3

Statistics on "Rewards for Intellectual Attainment"
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	4.27	4.43	4.33
	S.D.	0.90	0.54	0.77
	N	11	7	18
6	Mean	4.57	5.00	4.75
	S.D.	0.54	0.00	0.45
	N	7	5	12
7	Mean	4.10	4.29	4.18
	S.D.	1.29	0.76	1.07
	N	10	7	17

Table 4

Statistics on "Press for Language Development"
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	3.27	2.71	3.06
	S.D.	1.10	0.76	1.00
	N	11	7	18
6	Mean	3.29	2.60	3.00
	S.D.	0.95	1.14	1.04
	N	7	5	12
7	Mean	3.22	3.50	3.33
	S.D.	0.83	0.55	0.72
	N	9	6	15

Table 5
Statistics on "Availability and Use of Supplies for Language Development" By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	3.73	4.57	4.06
	S.D.	1.62	0.79	1.39
	N	11	7	18
6	Mean	3.43	4.40	3.83
	S.D.	1.99	1.34	1.75
	N	7	5	12
7	Mean	3.50	4.29	3.82
	S.D.	1.65	1.25	1.51
	N	10	7	17

Table 6
Statistics on "Learning Opportunities Outside the Home" By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	3.46	3.43	3.44
	S.D.	0.93	0.98	0.92
	N	11	7	18
6	Mean	3.43	4.00	3.67
	S.D.	0.97	1.00	0.98
	N	7	5	12
7	Mean	3.44	3.29	3.38
	S.D.	1.01	1.11	1.02
	N	9	7	16

Table 7
Statistics on "Materials for Learning in the Home" By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	3.80	3.29	3.59
	S.D.	1.03	1.11	1.06
	N	10	7	17
6	Mean	3.86	4.00	3.92
	S.D.	1.34	0.71	1.08
	N	7	5	12
7	Mean	3.00	3.71	3.29
	S.D.	0.94	0.76	0.92
	N	10	7	17

Table 8

Statistics on "Reading Press"
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	2.64	2.57	2.61
	S.D.	1.43	1.40	1.38
	N	11	7	18
6	Mean	3.00	3.80	3.33
	S.D.	1.41	1.64	1.50
	N	7	5	12
7	Mean	3.00	3.57	3.24
	S.D.	1.41	0.79	1.20
	N	10	7	17

Table 9

Statistics on "Trust in the School"
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	3.70	2.83	3.38
	S.D.	0.82	1.17	1.02
	N	10	6	16
6	Mean	3.71	3.40	3.58
	S.D.	1.11	0.55	0.90
	N	7	5	12
7	Mean	3.70	4.71	4.12
	S.D.	1.06	0.49	0.99
	N	10	7	17

DESCRIPTIVE STATISTICS
ON THE APPALACHIAN CHILD ON
THE CHILDRENS' PERSONALITY QUESTIONNAIRE

The Children's Personality Questionnaire (CPQ) measures fourteen bipolar dimensions, or factors, which are functionally independent, meaningful entities established in wide ranging research on life.

1. FACTOR A: RESERVED VS. WARMHEARTED

The warmhearted, high scorer is characterized as outgoing, participating, easygoing, warm, and sociable; the reserved, low scorer is characterized as detached, critical, cool, and aloof.

2. FACTOR B: LESS INTELLIGENT VS. MORE INTELLIGENT

Factor B measures general ability, with high scorers characterized by abstract-thinking, brightness, higher scholastic mental capacity; whereas low scorers are characterized by concrete-thinking and lower scholastic mental capacity.

3. FACTOR C: AFFECTED BY FEELINGS VS. EMOTIONALLY STABLE

Hign scores characterize the subject as calm, stable, socially mature for given age, and coping with reality; whereas low scores characterize the subject as likely to loose emotionally control, easily upset, changeable, lower in ego strength, and lacking in frustration tolerance.

4. FACTOR D: PHLEGMATIC VS. EXCITABLE

Impatience, overreactivity, demanding behavior, distress are characteristics of high scoring subjects, whereas, placidness, deliberateness, inactivity, and stoginess characterize low scoring subjects.

5. FACTOR E: OBEDIENT VS. ASSERTIVE

Assertive, independent, aggressive, stubborn, dominant, and active behavior characterize the high scorers on Factor E, whereas mild, conforming, and submissive behavior characterize the low scorers on Factor E.

6. FACTOR F: SOBER VS. HAPPY-GO-LUCKY

Enthusiasm, optimism, and self-confidence characterize the high scorer; prudence, seriousness, taciturnity, and self-deprecation characterize the low scorer.

7. FACTOR G: EXPEDIENT VS. CONSCIENTIOUS

Internalization of adult values (preseverance, staidness, rulebound behavior, superego strength) characterizes the high scoring subjects on Factor G; disregard for rules, undependability, by-passing obligations, and weak superego characterize the low scoring subjects on Factor G.

8. FACTOR H: SHY VS. VENTURESOME

The subjects with high scores on Factor H are characterized as socially bold, uninhibited, spontaneous, positive in emotional response to people; on the other side, subjects with low scores on Factor H are characterized as restrained, diffident, timid, and withdrawing.

9. FACTOR I: TOUGH-MINDED VS. TENDER-MINDED

High Factor I scorers tend to be dependent, overprotected, sensitive, avoid physical threat, and are sympathetic to the needs of others; low Factor I scorers tend to be self-reliant, realistic, and given to no-nonsense.

10. FACTOR J: VIROROUS VS. CIRCUMSPECT

Subjects scoring high on Factor J are obstructive, individualistic, guarded, critical of others, and unwilling to act with group; subjects scoring low on Factor J goes readily with the group, are zestful and given to willing action.

11. FACTOR N: FORTHRIGHT VS. SHREWD

High Factor N scores represent social perceptiveness, calculating, astuteness, opportunism, while low Factor N scores represent naiveness, sentimentality, and artlessness.

12. FACTOR O: SELF-ASSURED VS. APPREHENSIVE

High scores on Factor O tend to be associated with pervasive subjective stress involving irritability, anxiety, depression, worry, insecurity; low scores on Factor O tend to represent placidness, security, serenity, and untroubled adequacy.

13. FACTOR Q3: CASUAL VS. CONTROLLED

High scores on Factor Q3 represent social precision, self-discipline, compulsive behavior, and high self-concept control; low scores represent carelessness of social rules, untidiness, following individual urges, and low integration.

14. FACTOR Q4: RELAXED VS. TENSE

High Factor Q4 scores related to frustration, undischarged drive, overwroughtness, and fretfulness; low Factor Q4 scores pertain to sociable composure, tranquility, torpidness, and lack of frustration.

Table 1

Statistics on Factor A: Reserved vs. Warmhearted
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	6.15	6.28	6.20
	S.D.	1.72	2.65	2.05
	N	26	18	44
6	Mean	6.35	6.92	6.57
	S.D.	2.00	1.61	1.85
	N	20	13	33
7	Mean	5.99	6.56	6.23
	S.D.	1.67	2.10	1.84
	N	30	21	51

Table 2

Statistics on Factor B: Less Intelligent
vs. More Intelligent
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	4.76	6.44	5.45
	S.D.	2.06	2.43	2.33
	N	26	18	44
6	Mean	4.95	6.68	5.63
	S.D.	2.45	1.65	2.30
	N	20	13	33
7	Mean	5.38	11.23	7.83
	S.D.	2.33	19.38	12.86
	N	29	21	50

Table 3

Statistics on Factor C: Affected by Feelings
vs. Emotionally Stable
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	5.65	5.78	5.70
	S.D.	1.90	1.63	1.76
	N	26	18	44
6	Mean	6.05	6.38	6.18
	S.D.	1.64	1.73	1.69
	N	19	13	32
7	Mean	5.93	6.04	5.97
	S.D.	1.88	2.28	2.02
	N	30	21	51

Table 4

Statistics on Factor D: Phegmatic vs. Excitable
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	4.73	4.00	4.43
	S.D.	1.22	1.57	1.58
	N	26	18	44
6	Mean	4.70	4.07	4.42
	S.D.	2.21	2.19	2.20
	N	20	13	33
7	Mean	5.53	4.38	5.06
	S.D.	1.87	1.90	1.88
	N	30	21	51

Table 5

Statistics on Factor E: Obedient vs. Assertive
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	5.80	3.76	5.00
	S.D.	1.54	1.72	1.76
	N	26	17	43
6	Mean	6.00	3.68	5.14
	S.D.	2.76	1.53	2.09
	N	20	13	33
7	Mean	6.09	4.57	5.47
	S.D.	1.67	1.55	1.61
	N	30	21	51

Table 6

Statistics on Factor F: Sober vs. Happy-Go-Lucky
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	5.19	2.94	4.30
	S.D.	1.51	1.49	1.50
	N	26	17	43
6	Mean	5.57	2.68	4.41
	S.D.	1.93	1.77	1.91
	N	19	13	32
7	Mean	5.30	3.60	4.61
	S.D.	1.64	1.99	1.95
	N	29	20	49

Table 7

Statistics on Factor G: Expedient vs. Conscientious
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	5.61	6.89	6.13
	S.D.	1.89	2.11	2.03
	N	26	18	44
6	Mean	4.50	6.92	5.45
	S.D.	1.35	2.53	2.20
	N	20	13	33
7	Mean	5.26	6.19	5.64
	S.D.	1.43	1.62	1.57
	N	30	21	51

Table 8

Statistics on Factor H: Shy vs. Venturesome
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	4.88	5.55	5.15
	S.D.	2.08	1.67	1.93
	N	26	18	44
6	Mean	4.85	5.38	5.05
	S.D.	1.99	2.06	2.03
	N	20	13	33
7	Mean	5.09	5.61	5.31
	S.D.	1.48	1.83	1.63
	N	30	21	51

Table 9

Statistics on Factor I: Tough-Minded vs. Tender-Minded
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	3.25	5.22	4.09
	S.D.	1.48	2.30	2.08
	N	24	18	42
6	Mean	3.16	6.83	4.65
	S.D.	2.13	1.77	1.99
	N	19	13	32
7	Mean	3.56	5.99	4.56
	S.D.	2.02	1.99	2.00
	N	30	21	51

Table 10

Statistics on Factor J: Virorous vs. Circumspect
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	4.16	3.77	4.00
	S.D.	1.72	1.99	1.81
	N	25	18	43
6	Mean	4.80	4.60	4.72
	S.D.	1.74	2.84	2.05
	N	20	13	33
7	Mean	4.53	4.14	4.37
	S.D.	1.53	1.86	1.65
	N	30	21	51

Table 11

Statistics on Factor N: Forthright vs. Shrewd
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	4.80	4.12	4.54
	S.D.	1.76	1.42	1.64
	N	26	16	42
6	Mean	5.55	2.58	4.75
	S.D.	1.90	1.34	1.71
	N	20	12	32
7	Mean	5.44	3.99	4.83
	S.D.	1.63	1.86	1.72
	N	29	21	50

Table 12

Statistics on Factor O: Self-Assured vs. Apprehensive
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	3.96	4.44	4.15
	S.D.	1.80	2.52	2.16
	N	26	18	44
6	Mean	4.50	4.76	4.60
	S.D.	1.52	2.52	1.90
	N	20	13	33
7	Mean	4.36	4.42	4.39
	S.D.	1.81	2.53	2.10
	N	30	21	51

Table 13

Statistics on Factor Q3: Casual vs. Controlled
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	5.03	6.50	5.63
	S.D.	1.43	1.93	1.77
	N	26	18	44
6	Mean	3.90	6.53	4.93
	S.D.	1.86	2.35	1.96
	N	20	13	33
7	Mean	5.19	6.19	5.60
	S.D.	1.98	2.01	1.98
	N	30	20	50

Table 14

Statistics on Factor Q4: Relaxed vs. Tense
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	4.88	4.35	4.67
	S.D.	1.82	2.70	2.18
	N	26	17	43
6	Mean	6.05	3.91	5.25
	S.D.	1.83	2.05	1.91
	N	20	12	32
7	Mean	5.06	4.43	4.80
	S.D.	1.82	1.55	1.72
	N	29	21	50

DESCRIPTIVE STATISTICS
ON THE APPALACHIAN CHILD ON
THE CAREER MATURITY INVENTORY

The Career Maturity Inventory measures six variables on career maturity, namely, attitude, knowing yourself, knowing about jobs, choosing a job, looking ahead, and what should they do.

1. ATTITUDE

The standardization of the attitude scale was done with 116 subjects, yielding a mean of 28.12 and a standard deviation 5.51.

2. KNOWING YOURSELF

"Knowing Yourself," as a scale, has a mean of 8.34 and a standard deviation of 4.45 for 228 subjects, according to the publisher's norms.

3. KNOWING ABOUT JOBS

"Knowing About Jobs," as a scale, has a mean of 8.94 and a standard deviation of 4.45 with a sample of 155.

4. CHOOSING A JOB

"Choosing a Job," as a scale, has a mean of 9.32 and a standard deviation of 4.01, with 167 subjects, according to publisher's norms.

5. LOOKING AHEAD

"Looking Ahead," as a scale, has a mean of 8.68 and a standard deviation of 4.55, with 159 subjects, on the publisher's norms.

6. WHAT SHOULD THEY DO

"What Should They Do," as a scale, has a mean of 5.48 and a standard deviation of 2.94, with a sample size of 120, in the publisher's norms.

Table 1

Statistics on "Attitude"
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	25.00	24.83	24.93
	S.D.	4.50	4.58	4.40
	N	20	12	32
6	Mean			
	S.D.			
	N			
7	Mean	26.78	27.76	27.20
	S.D.	7.94	5.62	7.00
	N	28	21	49

Table 2

Statistics on "Knowing Yourself"
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	4.70	5.83	5.12
	S.D.	2.11	2.33	2.19
	N	20	12	32
6	Mean			
	S.D.			
	N			
7	Mean	9.32	8.42	8.93
	S.D.	14.64	3.05	11.07
	N	28	21	49

Table 3

Statistics on "Knowing About Jobs
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	6.25	6.75	6.44
	S.D.	2.82	2.32	2.61
	N	20	12	32
6	Mean			
	S.D.			
	N			
7	Mean	6.57	8.71	7. 9
	S.D.	4.33	3.20	3.96
	N	28	21	49

Table 4

Statistics on "Choosing a Job"
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	6.60	6.50	6.56
	S.D.	2.33	1.77	2.08
	N	20	12	32
6	Mean			
	S.D.			
	N			
7	Mean	9.36	12.19	10.60
	S.D.	14.35	22.63	14.62
	N	27	21	48

Table 5

Statistics on "Looking Ahead"
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	5.12	5.59	5.32
	S.D.	2.60	3.44	2.93
	N	24	17	41
6	Mean	5.65	6.92	6.12
	S.D.	2.22	3.80	2.87
	N	20	12	32
7	Mean	7.44	11.33	9.14
	S.D.	5.62	13.63	10.01
	N	27	21	48

Table 6

Statistics on "What Should They Do"
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	4.55	4.93	4.71
	S.D.	1.67	2.26	2.42
	N	25	17	42
6	Mean	4.90	5.58	5.15
	S.D.	2.75	1.67	2.38
	N	20	12	32
7	Mean	7.44	8.33	7.83
	S.D.	6.72	10.35	8.29
	N	27	21	48

DESCRIPTIVE STATISTICS
ON THE APPALACHIAN CHILD ON
THE STANFORD ACHIEVEMENT TEST

Fifteen subtest and summary scores are available, only four are reported here.

Table 12

Statistics on Total Battery
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	52.27	55.66	53.64
	S.D.	11.37	16.88	13.50
	N	22	15	37
6	Mean	51.53	63.10	55.81
	S.D.	11.20	11.70	11.68
	N	17	10	27
7	Mean			
	S.D.			
	N			

Table 13

Statistics on Total Auditory
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	54.91	51.99	53.75
	S.D.	12.38	15.31	13.33
	N	24	16	40
6	Mean	55.82	53.27	54.81
	S.D.	12.34	11.20	12.11
	N	17	11	28
7	Mean			
	S.D.			
	N			

Table 14

Statistics on Total Reading
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	49.36	48.79	49.13
	S.D.	13.82	19.24	16.20
	N	27	19	46
6	Mean	47.68	60.99	52.83
	S.D.	13.40	15.66	14.29
	N	19	12	31
7	Mean	43.23	57.36	48.83
	S.D.	18.01	20.14	18.96
	N	29	19	48

Table 15

Statistics on Total Mathematics
By Sex and Grade

Grade	Statistic	Boys	Girls	Mix
5	Mean	51.88	55.64	53.34
	S.D.	15.99	13.90	15.13
	N	27	17	44
6	Mean	56.22	66.53	60.54
	S.D.	11.16	18.56	15.14
	N	18	13	31
7	Mean	54.93	55.73	55.24
	S.D.	17.37	19.08	17.97
	N	29	19	48